JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

W. W. CHARTERS TO CHICAGO UNIVERSITY

Professor W. W. Charters, now professor of education and dean of the graduate school at the University of Pittsburgh, has been appointed professor of education in the University of Chicago. He will take up his duties in his new position with the beginning of the second term of the summer quarter.

Professor Charters is well known for his writings on methods of teaching, curriculum construction and other educational subjects. He is a graduate of the University of Toronto, and later took the degree of doctor of philosophy at the University of Chicago. Mrs. Charters is also a doctor of philosophy from the Department of Psychology of the University of Chicago.

Professor Charters was for some years dean of the School of Education of the University of Missouri. He afterward occupied a similar position in the University of Illinois. He will give courses in curriculum construction and in the organization of personnel methods.

ANOTHER SOUTHERN ADVANCE

Alabama is making some great strides in rural education. The latest is in Jefferson County, Birmingham's county, in which the entire county, including Birmingham and other cities, voted $500,000 bond issues for rural school buildings by a vote of 16,132 to 6,392.

The city of Fairfield in that county, with a population of 9,000, though it does not participate at all in the bond issue, voted for the rural school bond issue of $500,000 by a vote of nine to one.

At the same time Fairfield voted bonds for local school buildings by a vote of 190 to 1.

Jefferson County, N. R. Baker, superintendent, is the second county in Alabama to vote bonds for the building of rural school buildings. The first was Montgomery County, which voted $300,000.

Birmingham pays C. B. Glenn, city superintendent, $7,500. Jefferson County pays its county superintendent $5,000 salary, and its assistant county superintendent the same salary. Montgomery County pays its county superintendent $5,000. There are at least three other counties in Alabama that pay $5,000 salary to the county superintendent.

The Report of Cincinnati Meeting of the Department of Superintendence will be continued in our issue of March 19.

A NEW RADIO SERVICE

Cook County, Illinois, Edward J. Tobin, county superintendent, has two hundred rural and village schools with radio outfit, and every Friday afternoon at two o'clock one of the Country Life Directors will have some teacher who has become famous for vitalizing some school subject broadcast a model lesson, and every one of the two hundred schools—teacher and pupils—will listen to the lesson, and the remainder of the afternoon will be utilized in each school for teacher and pupils in talking about the lesson to which they have listened.

The first broadcasting was by State Superintendent Francis G. Blair of Illinois and Edward J. Tobin, on Friday, February 20, and on Friday, February 27, the Glenview School, Cook County, Miss Lillian L. Norton, teacher, Seth Shepard, country life director of Cook County, gave a lesson on "Corn is King."

Every school within a radius of five hundred miles, that has a radio equipment, can enjoy this weekly lesson as well as the two hundred rural and village schools of Cook County.

The broadcasting is from WLS, through the courtesy of Sears, Roebuck Company.

DEPARTMENT OF SUPERINTENDENCE

CINCINNATI MEETING

We have probably attended more annual meetings of the Department of Superintendence of the National Education Association than has any one who was at the Cincinnati meeting, and we have never known an unsatisfactory meeting.

We were in Cincinnati from early in the morning of Friday, February 20, and we stayed till the evening of Saturday, February 28. We saw the first to arrive and the last to go, and there was not a disappointing minute.

There were thirteen thousand enrolled in Cincinnati, which is about twice as many as were enrolled prior to the meeting of 1925.

The Cincinnati Committee only agreed to provide for 7,000, and there were nearly twice that number taken care of. We were in the midst of things all the time, and we heard no appreciable complaint,—less than we have heard at any other place in the last eight years. Every one was so good-natured that no one had the heart to disturb the peace and harmony.

The Department has never had a better hotel than the Gibson, and the Sinton was a close second. Neither the Congress nor the Cleveland is better adapted for headquarters than is the Gibson, and the rates were the lowest for equal service since 1914. Under one roof was a first-class dining-room, a delightful cafe, a "Thompson's" luncheon room, and almost innumerable rooms for banquets, accommodating from one hundred to one thousand.

The weather was fairly good, but it was just threatening enough all the time to afford opportunity for the biliously afflicted to relieve themselves of excess of bile.

It was the longest and broadest program ever provided for the Department, the most in quantity and the best in quality; the most promptly administered and the most brilliantly announced. President William McAndrew had on tap a limitless supply of sanitary commonsense, sparkling humor, and peppery spice when occasion called for it, as it did on several occasions.

Breakfasts, luncheons, dinners, suppers and banquets have never been so numerous, never fitted every need so uniformly. The press has never given as much or as intelligent attention; has never blue-penciled every hypercritical sentence so mercilessly and mercifully. Nothing was called a "fight," a "riot," or a "row." There seems not to be a paper in Cincinnati that depends upon scandal for circulation.

Everybody, everywhere, every minute, seemed to be on duty to make the thirteen thousand school people comfortable and happy.

Strangest of all there was no internal warring. The Chicago teachers and principals were there in large numbers, and whatever their differences with superintendents in Chicago they threw no chilling blasts on his magnificent leadership of the convention. Indeed, the largest, most beautiful, most expensive basket of roses given any one in all the week was presented Mr. McAndrew by the principals of Chicago at the dinner of the elementary-school principals.

The one serious misfortune of the week was the absence of many State Commissioners and State Superintendents because of legislative entanglements.

RESOLUTIONS

THANKS TO CINCINNATI.

We record our grateful and hearty appreciation of the splendid hospitality of the citizens of Cincinnati; of the untiring efforts of the local committee and the splendid cooperation of the public press. We are especially grateful to the members of the Board of Education, the superintendent of schools, and his staff, and to the teachers and children of the public schools who have helped to make this convention a success.

EDUCATION IN THE NATION'S CAPITAL.

The Department of Superintendence rejoices that much-needed legislation for the schools of the nation's capital has been passed, including the Teachers Salary Act, the Compulsory School Attendance and School Census Law, and the Five-Year School Building program authorizing an expenditure of $19,000,000 for school buildings and grounds in the city of Washington. The Department expresses its thanks to Congress and the President of the United States for this substantial contribution to the welfare of the children of Washington.

MORAL EDUCATION.

We applaud the increased emphasis being placed upon character training in the schools of our country. The systematic effort to so organize the school as to make of it a civic and moral workshop is a forward step and merits encouragement of school authorities.

DECENCY.

We commend the constructive efforts being made in many communities encouraging clean drama and condemning licentiousness. We deplore the details of crime often shown on

the stage and in motion pictures, books, and newspapers. In spite of the danger inherent in censorship we commend and will support the people in legislature assembled enacting measures for the preservation of common decency.

WOMEN TEACHERS.

The Department of Superintendence recognizes with satisfaction the tendency of the American press to cease traditional and stupid practice of ridiculing by cartoons and by alleged humorous paragraphs the fine women who constitute a large majority of the teaching corps of America. No decent allegiance to the American ideals as expressed by its best statesmen who have called education the hope of the country, can be maintained if public prints, while claiming to respect education, continue to throw disrespect upon the women who to a large degree are the educators.

CHILD LABOR AMENDMENT.

We believe in the necessity for a proper conservation of childhood and to that end pledge our unfaltering support to the proposed Child Labor Amendment. We respectfully urge its adoption by the various state legislatures.

SCHOOL FINANCING.

We realize the necessity for effecting economies in present costs through efficient organization and management. We strongly urge the adoption of a Budget System of Estimating the annual school needs and apportioning the annual school revenues in every community. We reaffirm our position that it is of paramount importance for the successful administraton of public education that all school boards shall have independent and complete control of their finances.

NATIONAL RELATIONS OF PUBLIC EDUCATION.

We have carefully noted and confidently rely on the declarations of President Coolidge before the N. E. A. in Washington last July with reference to proposed legislation recognizing education as of vital national concern.

National welfare demands for each person that measure and kind of education which is basal to effective participation in our democratic life. The Federal Government has contributed to the realization of this ideal by grants of land and of money to the states. This principle, long acknowledged, and this practice, long established, should—without interfering with the control of education by the several states—be maintained and extended.

The present diverse and scattered educational activities of the Federal Government should at once, in the interest of efficiency as well as of economy, be unified in a Department of Education with a secretary in the President's Cabinet.

To the foregoing principles we again pledge our unswerving faith and active support.

WAR.

We reaffirm our faith in education as a potent means for international understanding. We urge the co-operation of government and school throughout the world toward this end.

With faith in the mission of the school to bring to mankind life and this more abundantly we pledge ourselves to educate public opinion that offensive warfare may be outlawed.

To this end we favor the codification of international law on the principle that all nations, great or small, shall be given equal right and justice.

We favor setting up an international court with affirmative jurisdiction under this code.

CIVIC SERVICE.

A principle which has been proclaimed by the Association from the beginning, that the chief aim of public education is the training of the citizen to live up to American civic, political, and moral ideals, we reaffirm together with our resolve to direct the daily exercises of our schools predominantly toward this end.

PRESIDENT BALLOU

The election of Dr. Frank W. Ballou as president for 1926 gave universal satisfaction and the election of J. M. Gwinn would have given equally universal satisfaction. There was no one in the Association who had the slightest objection to the election of either of them. There was no line of demarcation. There was not even the choice of friendship on the part of many, if of any. There has usually been some preference. There was no appreciable preference this year and there was only a slight preference in the vote, 432 and 424.

Dr. Ballou is a universal favorite, as are several of the superintendents of leading cities. His special appeal is the fact that he did extra good work in Boston as an assistant superintendent, that he was specially professional, that he has the best of scholastic preparation supplementing natural taste and tendency. In Washington he has earned and won the sympathy of the entire profession because of the exceptionally unsatisfactory conditions in which one must work in that city. Dr. Ballou will make a successful leader for the meeting of 1926. He has all of the personal characteristics that make for a satisfactory administration. Under the reorganization, R. G. Jones, J. H. Beveridge, Payson Smith and William McAndrew have

established a habit of great success, which Frank W. Ballou will continue. The 13,000 in 1925 will be increased in 1926. We confess that we do not see just where the program this year can be improved, but Ballou will find a way.

OFFICERS FOR 1926

Frank W. Ballou, superintendent of schools of Washington, D.C., president of the Department of Superintendence, National Education Association. The retiring president, Superintendent William McAndrew of Chicago, automatically becomes first vice-president of the Department; second vice-president, E. E. Lewis, superintendent of schools, Flint, Michigan; member of the executive committee, Norman R. Crozier, assistant superintendent of schools, Dallas, Texas. Charles B. Glenn, superintendent, Birmingham, Alabama, is a member of the executive committee in the place made vacant by the promotion of Dr. Ballou to the presidency.

PERFECTED MANAGEMENT

None of the smoothness of the boulevard over which the machine made such fast time with no jolting or jouncing was accidental. There are no accidents that make machinery perfect. It was all due to the exquisite team work at the Washington headquarters. Secretary J. W. Crabtree has been in practice for several years, and he was peculiarly adapted to the art of learning how to learn how to have everything better done the next time. He is almost uncanny in his ability to pick men and women with appropriate "complexes," whose "complexes" will not make them "nutty."

There was never the requirement of a tenth part of the sagacity, ingenuity, and masterfulness necessary to take care of a convention of 13,000 pure-bred school men and women where half that number would have been a crowd. There was never a time when "the management" of the National Education Association could have done it prior to 1925.

The key to the solution of the problems was "a secretary of the Department," a man like Sherwood D. Shankland, who begins by studying all the conditions of the problem before he makes the first move. He played the game of the Cincinnati meeting as a world champion plans a move on the chess board.

Last summer, as soon as Cincinnati was decided upon, he came to the city and went directly to the Chamber of Commerce and told the management what a serious situation must be faced. Seven months ago a clear-headed young man, a master of detail, assisted by a young woman peculiarly adapted to team work, was put on the job of locating 7,000 school people, and as many more as might apply. These were the two who sat in the hall-way of the Gibson and made assignments from start to finish, from February 20 to 28. They knew every available room in Cincinnati, and as soon as any room was vacated anywhere they knew it and made it available instantly.

Mr. Shankland looked at every application before the assignment was made. He had come to know practically every superintendent, college president, and normal school principal in America. He knew that Homer H. Seerley should have a single room, and that there was no reason in the world why this one and that one could not room together. He could call a halt on the smart Alec who wrote to the Gibson, the Sinton, and the Grand for a single room, expecting to capture at least two of the three for himself and some friend who might prize such friendship at Cincinnati.

It was equally necessary to have some one like Mrs. Helen T. Hixon, skilful by nature, masterful by time-honored service, to register 13,000 when half of that number had been originally expected. No novice, however brilliant, could have taken the place of Joy Elmer Morgan or Agnes Winn, each of whom did easily and graciously twice as much as ever before.

What would a committee on resolutions have done without the wisdom and vision of Miss Charl O. Williams, who is to the National Education Association as indispensable as Frank W. Stearns is to President Coolidge. It is worth more than can be expressed to have in the official life of the National Education Association in Washington a woman educator who needs no "Resolution" on treating "the woman in education decently."

McANDREW AND HIS PROGRAM

William McAndrew, superintendent of Chicago and president of the Department of Superintendence, Cincinnati, will go into the history of the National Education Association as having presided over the first mid-winter meeting with more than 8,000 enrolled, with the best meeting from many points of view. Notwithstanding the fact that he has attacked more vexatious administrative city school problems successfully in the last twelve months than any one else has ever done, he has broken all records in time devoted to definite personal attention to the success of every detail of the Cincinnati meeting. The fact that Randall J. Condon has had the year off and Acting Superintendent Edward D. Roberts had unprecedented responsibilities, made it necessary for Dr. McAndrew to assume unusual responsibility for the success of the meeting. Dr. McAndrew made a program with more personality in it than has ever been known before. Indeed, he has more personality to put into a program than has any other man whom we know. Last year at Chicago President Payson Smith established the principle that it should be a superintendents' program, and McAndrew tried to follow Dr. Smith in this regard. There were forty-six city superintendents, assistant superintendents and supervisors and five county superintendents.

The Teachers' Colleges on the programs as a whole broke all records. There were eighty-five assignments to University Teachers' Colleges and twenty State Teachers' Colleges and State Normal Schools.

There were seventeen assignments to high schools and fourteen to elementary schools.

The United States Bureau of Education was much in evidence, always acceptably so.

There was slight attempt to have anything by way of spectacular oratory, but music and art were never featured more than in the Cincinnati meeting.

AMERICAN ASSOCIATION OF TEACHERS' COLLEGES

No body of educators at Cincinnati, this year, or at any recent meeting of the Department of Superintendence, has demonstrated a nobler vision, a higher professionalism, a more wholesome optimism than have the men and women from the State Teachers' Colleges which have been evolved from State Normal Schools.

We speak advisedly when we say that nine-tenths of the principals of State Normal Schools and presidents of State Teachers' Colleges line up with nine-tenths of the college presidents with no occasion to apologize for their rank. State by state there are Normal School principals and State Teachers' College presidents with as definite a mission, with as clean cut a professional message as some of the college presidents of the state. They accept responsibility for improving the public schools through better prepared teachers, and claim the respect of those who magnify responsibility for the promotion of cultural scholarship.

The men of their Cincinnati program, from any standpoint, measured up to the level of any programs at Cincinnati. Guy M. Maxwell of Winona was as skilful a leader in program-making as was any administrative leader in the convention.

THE NATIONAL COUNCIL

President James M. Gwinn, superintendent of San Francisco, had an important symposium on "Service the National Council of Education Can Best Render the National Education Association and Its Several Departments." His speakers were Jesse H. Newlon, president of the N. E. A.; William McAndrew, president of the Department of Superintendence; Mrs. Jessie M. Fink, Grand Rapids, Michigan, president, Department of Elementary School Principals; Julia A. Spooner, Portland, Oregon, president, Department of Classroom Teachers; John N. Greer, Minneapolis, president, Department of Vocational Education; and Macy Campbell, Cedar Falls, Iowa, president, Department of Rural Education.

Various committee reports were made by Thomas W. Butcher, Emporia, Kansas; W. W. Charters, University of Pittsburgh; Florence E. Bamberger, Johns Hopkins University; R. M. Stewart, Cornell University, Ithaca; B. R. Buckingham, Ohio State University.

THE CLANCY BREAKFASTS

One of the institutions of the National Education Association, summer and winter, is the breakfast of Albert C. Clancy. The first was a quiet affair with Homer H. Seerley and the editor of the New England Journal of Education as his guests. The next year there were eight guests, and the next twelve; since then they have grown until at Hotel Gibson, on Washington's Birthday, there were about fifty ardent friends of Major Clancy seated at the table and every man and woman made some post-prandial contribution. The spirit of these Sunday breakfasts is always devotional, and this year there was added the spirit of patriotism in keeping with the day.

The breakfast closed with the following verse, author unknown, but each accepted it as his appreciation of the day and of Major Clancy:—

I did not know God loved me in so sweet a way before,
'Tis He alone who can such blessings send,
And when His love would new expression find
He sent thee to me and he said:—
Behold a Friend.

ON TO EDINBURGH

The enthusiasm over the Edinburgh meeting was a surprise. President Jesse H. Newlon of the National Education Association said officially: "The National Education Association regards the movement culminating in the organization of the World Federation of Educational Associations as the most important single thing it has ever achieved. Without exception every delegate who has been named has considered the designation as a signal honor, and rightly so. Many of the delegates who will go are doing so at great personal sacrifice, impressed with the significance of the meeting for the future of the world. It is becoming increasingly clear that international understanding can be chiefly brought about through education. The Edinburgh meeting should be a most potent force for progress in education."

Dr. William F. Russell of Columbia University has official charge of the details of the excursion feature. He has arranged with the American Express Company for the Canopic, a one-class boat with every convenience for every passenger. It will sail from New York on July 8 for Glasgow. The cost is almost ridiculously low from the standpoint of European sailings.

W. F. Russell, chairman of the National Education Association delegation, says: "The World Federation meeting will be like the National Education Association meetings on a larger scale. It will give schoolmen a chance to trade ideas, to meet one another; and just as we can take to them the successful ideas of American education, so we can bring back the experiences of all other parts of the world. Since the war, foreign countries have not only been trading kings for presidents; they have been scrapping the old educational systems and replacing them with new. The United States has much that it can contribute; and much to learn. It will be the aim of the delegation of the National Education Association to take the best of what we have to Scotland, and to bring back to American teachers and superintendents the best of what is going on abroad."

Dr. Augustus O. Thomas, president of the World Federation of Educational Associations, says: "The World Federation is an intentionally patriotic organization; it believes in intensifying its national love by making the nation worthy rather than by hatred of other peoples in other countries. It believes that the more we know of our national neighbors the harder it will be to make war upon them. It believes that education has a direct responsibility in preparing the rising generation for more amicable international relations and for the spirit of adjustment."

TEACHERS' AGENCIES

The Cincinnati meeting of Teachers' Agencies was the most professional, the most interesting and the most important meeting that has been held. The attendance was the largest in the history of the National Association of Teachers' Agencies.

The topics, ably discussed, were: "The Responsibility of the Association to its Members and of the Members to the Association." "How Can Agencies Best Co-operate in Eliminating Undesirable Material?" "Should a Registration Fee of Two Dollars Be Required by all Agencies Affiliated with the N. A. T. A.?" "Advertising as Viewed by the Public and by Prospective Teachers," "Some Ideals of Agency Service."

The banquet was unusually successful, with addresses by Professor R. H. Jordan, Cornell University; George F. Staley, Rome, New York; F. G. Webb, of Atlanta, and others.

The officers for 1925-6 are: H. A. Mitchell, Des Moines, president; B. F. Clark, of Chicago, vice-president; C. W. Cary, Hartford, secretary. The directors are: F. H. Armstrong of Rochester; T. W. White, Boston; C. H. Pugh, Denver, and Mr. Housh, of Des Moines.

THE EDUCATIONAL ROTARIANS

The Rotarian meeting was one of the interesting features of the Cincinnati convention. Four years ago the Rotarians in attendance upon the Cleveland meeting of the Department of Superintendence met and chose Dr. E. A. Smith of Evanston to preside over their festivities, and elected C. Edward Jones of Albany to plan for the meeting in Chicago in 1922. Then E. C. Fisher was elected to arrange for the meeting in 1923. R. D. Stoops was president in 1924 when Dr. Charles B. Glenn of Birmingham was elected for the meeting in 1925.

Those who know Dr. Glenn would know that something worth while would be developed at the Cincinnati meeting. Hitherto the educational Rotarians met by themselves, but the Cincinnati Rotarians invited the Educational Rotarians to meet with them, and there were 487 Educational Rotarians who ate with the more than 300 Cincinnati Rotarians. Dr. Glenn presided delightfully, and President William McAndrew of the Department of Superintendence made a rare, rich, and racy address, such as we are quite sure was never equaled at a Rotary dinner before. The high note of it was the advice to all Rotarian superintendents to mix with busi-

ness and professional men on the street just as they do in their noon meetings. Mr. McAndrew closed with this tribute to Cincinnati: "If, when I go up yonder, I find Heaven crowded, I'll say: 'Lord, just put me down in Cincinnati.'"

RAYMOND ROBINS'S "OUTLAWRY OF WAR"

The one oratorical, public-spirited achievement was by Raymond Robins on "The Outlawry of War." It was his favorite theme; the audience was all that any one could desire as to size and dignity. If it lacked anything it was the absence of persons who differed with him enough to electrify the atmosphere with a challenging spirit. Apparently every one agreed with everything he said, even his most extreme attitude. There was nothing to kindle an oratorical fire. He had to talk to objectors who were not there, which is never adequate for genuine oratory. He made the clearest possible statements of the horrors of war from every standpoint. It was genuinely appreciated even if the thrill of oratory was a bit muffled.

DR. CHARLES H. JUDD

Dr. Charles H. Judd was high man at the Cincinnati meeting. There is no one who thinks quite so clearly, analyzes quite so scientifically and states conclusions quite so convincingly as does he. Here are the subjects upon which he spoke authoritatively: "Health Education versus Physical Training," "Some Current Problems in Secondary School Administration," "Laboratory Studies on Arithmetic and Methods of Teaching Arithmetic," "The Curriculum a Paramount Issue Today."

LORADO TAFT

It is not within the memory of any schoolmaster that any session of the National Education Association, summer or winter, had such an evening as the closing meeting of the McAndrew meeting, Thursday evening, February 26, when the brilliancy of Lorado Taft's "Gospel of Beauty" was sandwiched between the Girls' Glee Clubs, which in turn were sandwiched between appearances of a massed chorus of six hundred voices accompanied by a famous orchestra led by A. R. Kratz.

Lorado Taft has the field all to himself, when it comes to the art of glorifying beauty, and on this occasion he distanced his own best effort.

The setting was just to his liking, a vast audience of the cream of the educational profession, and the musical accompaniment gave him the "angel wings" effect, and he certainly rose to the occasion and the occasion rose to him.

Make Your Reservations Now

FOR THE

EDINBURGH CONVENTION
JULY 20-28, 1925

This is the first convention of the Word Federation of Education Associations. Educators from all parts of the world have signified their intention of attending. Men prominent not only in the educational field of Europe, but leading figures in political and governmental circles will be present and actively participate in the convention program.

In order that the trip to the convention, the return to America and post-conference British and Europe tours could be arranged with the least trouble and expense to the convention delegates, the American Express Travel Department has been appointed official transportation agent.

The official sailing direct from New York will be on the S. S. Canopic, July 8, (Boston, July 9). Those wishing to sail earlier or on a different ship should write in their requests now owing to the heavy travel prevailing at that season. Already the American Express European organization has prepared a number of appropriate post-convention tours both through historic Great Britain and over the Continent. These tours vary in price from $255 to $495.

Complete information will be sent immediately upon your request. Mail the attached coupon to the nearest American Express office or direct to 65 Broadway.

Please send me further facts concerning the World Federation of Education Associations at Edinburgh.

Name .....

City and State .....

Street .....

AMERICAN EXPRESS TRAVEL DEPARTMENT

65 Broadway, New York City

"PAGEANT OF JOY"

The most impressive indoor activity we have ever seen in connection with any convention was the "Pageant of Joy" in which more than two thousand children and youth of the Cincinnati schools demonstrated half-a-hundred joy-producing experiences in life, in the home, in the shop, in the field, forest and garden, on the mountain and in the valley, in sunshine and shadow, in rain and snow, in orchard and vineyard, with fruit and flowers, in history and literature, with art and music.

The Cincinnati Enquirer in an inspiring editorial on "Happiness Day" expressed most beautifully the universal appreciation of the "Pageant of Joy," and used it as a suggestion of Cincinnati's appreciation of the convention:—

"Nothing, perhaps in connection with the activities of the remarkable convention of the educators of the nation, held in this city, was more impressive; more inspiring, more artistic and beautiful than the splendid pageant presented by the school children of Cincinnati at Music Hall.

"The spectacle was an animated and colorful symposium of drama and music, of beauty and aesthetic appeal.

"And it was vibrant with glorious promise for the future. It suggested the developing energy of those principles which make for happier and nobler living. It was the imposing contribution of Cincinnati's school children to 'Happiness Day.'

"It was prophetic of that time when all days shall be happy, filled with light and music; with the joys of childhood and youth universal; with health normal and disease abnormal; with perception of the joys of nature a common heritage; with joy in the practical arts all pervasive; with love for the refining arts imbedded in the consciousness of all men; with learning and literature bearing twin torches for the enlightenment of the world; and, above and beyond all, with the joy of service inspiring all humanity forward toward that goal of ultimate happiness which awaits a race redeemed from the damnations of error.

"In that great pageant was the voice of youth proclaiming the prophecies of a nobler age, and that voice held the essence of all beauty of form and rhythm and color; of all pure aspiration; of all constructive moral and material achievement; of all loveliness of character and integrity of soul.

"Much have we learned from the disciples of education in one short week, but it is to be doubted that we learned anything so mightily helpful as the lessons indicated in the allegorical representations of the 2,000 children who portrayed incomparable symbolry at Music Hall Thursday—the 'Happiness Day' of the memorable convention just concluded.

"It was a distinction to entertain the men and women of the National Association. The city is better for having had them with us. Out of such a sea of constructive deliberation must have been caught and held multitudes of the golden fishes of wisdom, of helpful inspiration and instruction. It was 'Happiness Day' for Cincinnati when the educators of the nation came to visit with us."

For a hundred and fifty years since the Founders of the nation proposed public schools as predominantly concerned with training for civic and moral duties, educational procedure had fussed with prerevolutionary aims: ornament, selfish, culture, scholarship, prizes, rewards, personal competition, and pedantry. The promise of every old-time advocate of taxing everybody to educate the children of some was that the schools would be devoted to community welfare, not to personal desires.

A boy should have it drilled into him that he enters school for the same purpose as joining the army, to serve his country, not himself. Until every superintendent sees that the social and political motive is stronger than the scholarly and cultural, the scandal of the neglect of their political duties by the educated will continue. If the founders of the American public school system should come back to earth and survey the schools, they would wonder whether the superintendents of today are aware that there was a revolution in 1776 and what its purpose was.

—William McAndrew.

RANDALL J. CONDON

Randall J. Condon's homecoming for the meeting of the Department was one of the striking features of the week. Last September Dr. Condon was given a year's leave of absence to go to Boston to prepare work for the Atlantic Monthly Press. He will complete the work by July 1, will spend the summer on his farm at Friendship, on the Maine coast, and on September 1 will return to his administrative service in Cincinnati.

This was the first public appearance of Dr. Condon since he went to his summer home in late June, and on several occasions he was affectionately lionized by teachers, the Board of Education, and various city organizations.

Dr. Condon was at his best on every program. This was especially true at the famous vesper service at the Withrow High School Sunday afternoon. His theme was "The Faith of the Founders," and it was as near a classic as anything the Department has enjoyed for years. It was a noble view of history, and was devoutly spiritual.

At the New England dinner he was the only speaker, and after one of Dr. Augustus O. Thomas's charming introductions he delivered a wonderful address on "Cincinnati and Ohio as Creators of Various Phases of American Education." We have not heard as complete a statement of any feature of educational functioning west of the Alleghanies as Dr. Condon gave us on that occasion. It was a revelation of the educational vision of the pioneers in Ohio a hundred years ago.

INDIANAPOLIS TEACHERS' CHORUS

The chorus of two hundred and fifty Indianapolis teachers came at their own expense, and for a half-hour sang like professionals everything the children sing in Indianapolis. By this we do not mean that the teachers sang down to the level of the high school students, but that junior and senior high school students sing up to the level of the high class music which their teachers sang inspirationally at Cincinnati.

The Teachers' Chorus of Indianapolis was organized in the fall of 1922 by Ernest G. Hesser, director of music in the public schools. Its purpose is to give to the classroom teacher such an instruction in choral singing and conduction as may prove helpful to her in her daily work with the children. The class is affiliated with the extension division of Butler University, Indianapolis, and credit is given by that institution for the course. Nearly three hundred teachers are enrolled this year.

Since its organization, the chorus, with an assisting artist, has appeared in concert, taking its place as one of the choral societies of the city. It has won state-wide recognition for its musicianly accomplishment.

"America's Greatest Summer Faculty"

at

The National Summer School

Encouraged by the enthusiastic nation-wide response to the First National Summer School, in 1924, the administration is offering a second summer of opportunity in 1925, with a varied program of courses and faculty of educators peerless in their fields. Graduate or undergraduate courses for term of 6 weeks or full quarter.

Follow these masters to this cool mountain retreat, where study is varied with recreation that takes you to famed scenic places and campus play directed by celebrated experts. The Utah Agricultural College is fully accredited and standardized.

Special Faculty, June 15 to July 25

Allee, Zoology, University of Chicago; Binzel, Child Psychology, Columbia; Boyle, Agr., Economics, Cornell; Carver, Economics, Harvard (quarter); Cowles, Botany, University of Chicago; Dykema, Music, Columbia (one week); Ellwood, Sociology, University of Missouri (quarter); Franzen, Psychology, University of California; Geister, Play and Games, Columbia (two weeks); Hinman, Dancing, University of Chicago (two weeks); Kester, Accounting, Columbia; Kilpatrick, Education, Columbia; Louderback, Geology, University of California; Palmer, Nature Study, Cornell; Mrs. Palmer, Geology, Cornell; McCollum, Nutrition, Johns Hopkins; Roseneau, Public Health, Harvard; Sedgewick, English, University of British Columbia; Shearer, Primary Methods, Long Beach, California; Turner, History, Harvard; Walker, Efficiency Methods, Washburn Mfg. Co.; Dr. Widtsoe, Agriculture; Wilkerson, Home Furnishing and Costume Designing, New York; Special Lecturers: Edward Howard Griggs, New York; Mathews, University of Chicago, Divinity School; E. A. Steiner, Grinnell, Iowa; A. E. Winship, Boston.

Spend your vacation in "The Heart of the Rockies." Living inexpensive. Use vacation rates, routing via Yellowstone, if desired, with stopover for summer school.

1st Term: June 15 to July 25. 2d Term: July 27 to Aug. 29. Register June 12 or 13. Tuition Fee: $25 for 1st term, $35 for quarter. Write for Catalog.

Utah Agricultural College

In the heart of the Rockies

Logan Utah

The President's Welcome

Sixty years ago this association was launched in Harrisburg, bearing the name, "The National Association of School Superintendents." During these two generations its emphasis has flitted from point to point, resting now here, now there, in the wide expanse of educational doctrine. We started in 1865 with a determination to have our business recognized as a profession. The West was always generous in this regard, it called every schoolman Professor. In time the colleges began to help, and are now nobly making what the professors profess professional. Our association's record shows us stressing in 1866 the value of methods, chiefly those of Oswego and then of Quincy. Now, with Batavia plans, Dalton plans, Gary plans, every little village has a method of its own. In 1876 we began promoting the idea that manual training will add to our national wealth. The hand workers are now getting more than their teachers. In 1886 we claimed that money spent on schools would save expenses of jails and courts. We spend more now on all three, and Dr. Pritchett says it is too much. In 1896 we sang the claims of culture and adopted the alluring slogan: "Education for Leisure." We are now looking for the leisure. By 1906 the testers and researchers had injected a suspicion that the training in our grammar, algebra, Latin and other fads was valuable in no other field than that of grammar, algebra, Latin, or any other particular fad. In 1916 intelligence testers evolved the dismal doubt as to whether we can do much worth while with what the inheritance of glands and brain-cells has already determined for bad and all.

They tell us that in industry and business 5% of all experiments succeed. Our own belief and a supporting public opinion is that we are beating the record.

Like a golden thread running through the weaving of our sixty years is our declaration that the preponderating purpose of it all is the preservation and perfection of our social and political union. Horace Mann had stressed this,—all Boston schoolmasters protesting,—thirty years before we organized ourselves. Stevens, Clinton, Webster, arguing for schools at the expense of all the people, had promised, if the tax laws were passed, that a perpetual devotion of an educated people to a high and pure civic ideal would ensue. They were sixty years behind the makers of the nation who had listed civic virtue as the one great reason for converting education into a function of a self-governing republic. For 150 years since the Revolution its educational doctrine: schools for political progress, has been accepted; its direct application remaining appallingly in the background. Established for the perfection of government, education has the melancholy record of seeing its alumni avoiding the simplest duties of politics. Proposed by the Father of his Country for the enlightenment of that public opinion upon which government by the people rests, the public school sees half of the populace shirking its civic duty, and that half containing most of education's output.

Should the fathers who harbored such high hopes of universal instruction as a government duty come back to earth as a survey committee and ask: "What have you devised to train the nation in its civic and moral duties as men and citizens?" "What are the exercises making up your students' day's work under your guidance? What are the things most stressed in the preparation of your teachers? What are considered most important in the institutions harboring your youth of from fourteen to eighteen years of age when real thinking may begin? What is of most account in your state colleges and universities?"—should they see to what extent we have retained the contents of ancient schooling and neglected a whole-souled reconstruction of educational procedure for civic and political ends, I can imagine them remarking: "We statesmen had our Revolution in '76; when does the schoolmaster's revolution begin?"

This association, in spots, is coming around to see that the reason public schools are paid for, not by parents as such, but by the whole community, is that public schools may devote themselves to teaching us our duties toward the community. This association has a commission of schoolmasters devoted to devising a course of study for American schools, a course devoted not to reading, writing and arithmetic for their own sake, not to personal ornament, accomplishment, nor success of John and Mary, but to the general welfare. The men on that commission themselves illustrate the spirit of public service in that they are giving free what, if published by themselves in book form, would bring them respectable financial reward. They are entitled to enthusiastic approbation. On your behalf I hereby tender it.

That this curriculum shall be the means of a more direct realization of the American public school aim; community service,—not individual gain,—public service, consciously, perpetually, enthusiastically, intended, rests with you, the school managers of America, more than with any other known body, be it school board, legislature, church or club. We have had the slogan, "Schools for Civic Righteousness," since 1776. But the motto on the templar's sword:—

I Cut for Christ and Church,

cuts nothing at all. It is the valiant swordsman only who makes it avail.

It is the purpose of these gatherings here for which our people back home have spared us from our local duties, so to inspire us with the spirit of service that, returning, we may pass it into our schools and make them different from what they were before.

For "Only the spirit can teach. Only he can give who has. He only can create who is. He on whom the soul descends can teach. Courage, Piety, Love, Wisdom, can teach. But he who aims as books enable, as interest demands, only babbles; let him hush."

WILLIAM McANDREW, President.

THE GUGGENHEIM FELLOWSHIPS

[Cincinnati Enquirer.]

Former Senator Simon Guggenheim and Mrs. Guggenheim could have devised no more beautiful memorial to their son, who died on the eve of his entry into Harvard, than is suggested by their $3,000,000 Memorial Foundation Fellowship.

The success of the Rhodes Fellowships inspired Senator Guggenheim to seek to do something even better. The dream of the great English Empire builder has been realized in degree beyond any expectations that he may have had. The Guggenheim fellowships promise even greater things, for in case of the latter there is no restriction as to age, sex, creed, color or the subject or the place of study.

Here is a way paved for those engaged in research work, who, hampered by lack of means, are compelled to spend their lives in teaching or other interfering activities and who cannot take advantage of leaves for study at periods when best fitted to pursue their studies.

The Senator's vision is inspired by the desire "to improve the quality of education" and the "practice of the arts and professions" in this country, and to "foster research."

The Guggenheim allowance is about $2,500, to be employed for study in any part of the world. Art and music are among the subjects that may be pursued. These are the salient features of this admirable philanthropy. But there is to be considered what, perhaps, will represent its chief value to America and the world—its influence in promoting better international understanding. It is not improbable that the Guggenheim Fellowship Foundation may become an outstanding factor in the development of international progress and accord. Its scholars will go to other lands; they will function at home; they will serve in the fostering of intellectual relations between this and other peoples. Its democracy is appealing. Its essence of widest tolerance is most commendable.

Rhodes scholarships are open to men only. The Guggenheim scholarships are open to women as well as men, to the married or unmarried, of any race, color or creed.

The allotment of $2,500 a year may be increased or decreased according to the individual need of the student. The usual term of the fellowship will be one year, but may be extended as circumstances require.

A noble memorial truly.

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Every commercial teacher knows that it is more difficult to get tangible, measurable results in the English classes than in any others. First, it is difficult to determine just what are the essentials for an efficient Business English course. Second, it is far from easy to get those essentials so firmly fixed that students will never forget them.

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Each lesson is followed by exercises that require a thorough comprehension of the principles explained, demand genuine mental effort, and develop *constructive ability.*

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THE OVERTOPPING ADDRESS

It was Frank D. Boynton of Ithaca, New York, who reached out farther and reached up higher than did anyone else in the two hundred and fifty set addresses and fifty other banqueting opportunities. It was at a morning session. He was the last of three speakers. The audience was not large and had not been enthusiastic until he swung into the arena with some home-run hits in every paragraph, at times in every sentence.

The subject was: "What the Colleges Can Do for Public Schools."

"The public high school of today is the fullest response yet given to democracy's demand for democracy in education. It is of the twentieth century, the greatest movement. Within my own lifetime public high schools have multiplied from a score to more than 15,000, and attendance on them has risen from a few hundred to over two millions. The goal of free public secondary education for all, regardless of social or economic status, has been reached. In the field of secondary education we are beginning to actually realize the democratic ideal of equal opportunity for all. It is not Utopian to predict that higher education for at least one or two years will be similarly provided within the present century.

"But equality of opportunity does not necessarily mean the same opportunity. But it does mean the giving to every individual his opportunity, through education, to develop whatever capacities he may possess. The highly selected class along old academic lines we still have, and ample provision for their training will continue to be made; but the public high school, and ultimately the American college and university have a larger function to perform than the preparation for life of any one class however choice. Their function is the preparation of all classes to the end that each individual may live his life and live it more abundantly. Recognizing the wide difference in endowment, the secondary school has multiplied its courses and increased its equipment. To this spirit of service higher education has responded in a measure, though somewhat slowly and reluctantly. That it will still further respond by increasing the number of higher vocational schools in the newer fields of professional activity, may be predicted with confidence.

"There is probably no point at which the assumption, widely prevalent in the academic world, that the great majority of the candidates for admission to college are unfit, comes so sharply to the fore as in the matter of entrance requirements. There must be some method of determining which candidates for higher education are capable of profiting by it; but to us who deal with the present system and its administration, the query naturally presents itself whether it represents the best that the intelligence of the colleges can achieve. Most, if not all universities set no general entrance requirements, leaving it to each college within the university to determine its own. Thus it happens that a candidate admitted to one college may be rejected by another in the same institution, a condition entirely justifiable where the content of the curriculum in a given college is such as to require special preparation in particular subjects. But so wide is the divergence, not only between colleges of different types within the same institution, but between colleges of the same type in the same or different states, that one wonders whether college entrance depends upon a sound educational basis of essential secondary studies necessary for higher study, or upon the personal opinion of some individual or group in an isolated institution. So carefully is this idiosyncrasy guarded that a student in one college, no matter how thoroughly he may have proved his capacity for college work, may not transfer to another college of the same type until he has made good the special entrance requirement of the second.

"These statements are not unwarranted conclusions from isolated instances. They are based upon the experience of school men in every state of the Union. A few specific instances gleaned from my correspondence with more than two hundred specific school men will prove interesting: A candidate coming from a large city high school where every teacher is a college graduate and where this candidate has won every distinction, presents a notebook in botany admirable in every respect; but he is denied admission because the fungi studied were not the specific fungi prescribed by the professor of botany in that particular institution. Again: A state scholarship student is denied admission because in one study of a four-year course a state examiner had given a rating of 74 per cent. while the college required 75 per cent. That is to say, a scholarship candidate is rejected upon his failure to meet 1/100th of 1/15th or 1/1500th of a requirement fixed by local idiosyncrasy. Another: A man old enough at entrance to have been a graduate, is admitted with a condition. Three years pass and he has proved his ability to do college work by the only certain method, namely, by doing it. Then someone remembers that back in the high school this scholarly mature man had failed to pass something, and he is summarily dropped. These are not exceptional cases. Similar sacrifices to inflexibility are happening all about us; and wherever the application of entrance requirements is entrusted to persons who are guided by the "letter that

killeth," rather than by the spirit that takes into account the elements of the human problem involved, we may confidently expect their continuous repetition.

"Nor is this confusion and uncertainty about college entrance requirements confined to candidates for admission. It exists in college faculties. It is not surprising, therefore, that college alumni teaching in high schools distant from college centres should be unable to keep pace with their rapid mutations.

"To the candidate the results are frequently little short of tragic. The school boy's conception of college is usually derived from some alumnus whose knowledge, dimmed by years, has given place to a childish and fictitious reminiscence of a glory that never existed. His going away to college may be his first venture into the great world outside his native town. To his friends, probably none of them college graduates, he may seem a person of distinction. They may have given a dinner and accompanied him to the train. In his heart is the same confident regard for his Alma Mater. Did not the paid college professor who made the commencement address speak of its known excellence? He approaches the secretary's office with confidence, and is told, to his amazement and chagrin, that he cannot enter. What is he to do? He is among strangers; his funds are limited. One superintendent who went with his candidate to an Eastern University, writes that boys by the hundred met this fate that year; that he saw them break down and weep; boys who would not run away from physical danger. In the preparation of this paper I have been in correspondence with ninety-four colleges. Nine of these refused admission to 7,942 candidates during the past four years. So long as college courses continue to be developed over a comparatively narrow field, and so long as college authorities continue to assume arbitrarily that the only fit candidate for higher instruction is the one who has completed an arbitrarily set number of units from an arbitrarily designated group of studies little relief can be expected from the above conditions.

"It would seem that fitness to pursue a college course is less a matter of meeting quantitative requirements than it is of possessing a high level of intelligence, superior facility in reading and in oral and written speech, good habits of study and thought, and earnestness of purpose. Finding satisfactory methods for testing these qualifications is admittedly a more difficult task than adding up units of work. Excellence in scholarship is not always an index of ability or worth. Two boys from the same high school enter the same college. One is without scholastic honors, the other at the head of his class. One is graduated without ever having a single scholastic honor, the other has been ornamented with all the keys and scholarships within the gift of the col-

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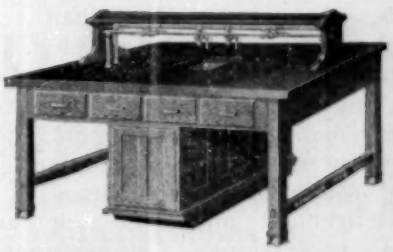

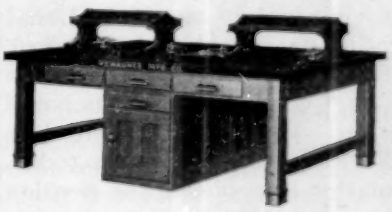

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Where a complete work-table is desired, this will fill the need admirably.

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For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.

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lege. Ten years later the man without college honor is the general manager of a concern in which the 'intellectual aristocrat' earns his daily bread by counting the firm's cancelled checks."

Not once in several years does a Department of Superintendence let itself loose in the way it did on that occasion. As soon as Superintendent Boynton was through some one in the audience moved that the address be printed at once, and a copy sent to every college and university president in America; hundreds of voices seconded the motion, and President William McAndrew, in his inimitable inflection, said: "It is moved and seconded that this address be printed in pamphlet form and sent to the heathen." The vote was arousingly roared.

A HOME FOR RETIRED TEACHERS

OLIVE M. JONES

School 120, New York City

The need of a home in old age is particularly the problem of the unmarried woman teacher. The large majority of men have families and look to the grateful care of sons and daughters. The unmarried woman teacher has no such future hope. In addition, her salary has usually been smaller, her opportunities for making "extra" money have been few, and she usually has the support and care of her own parents and aged relatives, being the last one left in the family home.

Retirement allowances, actuarily computed and professionally proportioned with due attention to the questions of promotional opportunity, merciful provision for the aged, and recruiting for new teachers,—this is an essential among the conditions for honored living for the worker. But pension alone does not meet the problem I put before you today. Money alone, no matter how liberal the pension allowances may be, cannot buy companionship and can secure only mercenaries as care takers. (Story of old teacher's death in Park Avenue Hotel while I lived there.)

Provision of a home for the lonely, retired old teacher is the rounding out of our activities to care for the teacher's conditions of honored living: Salary, tenure, pension, old-age care.

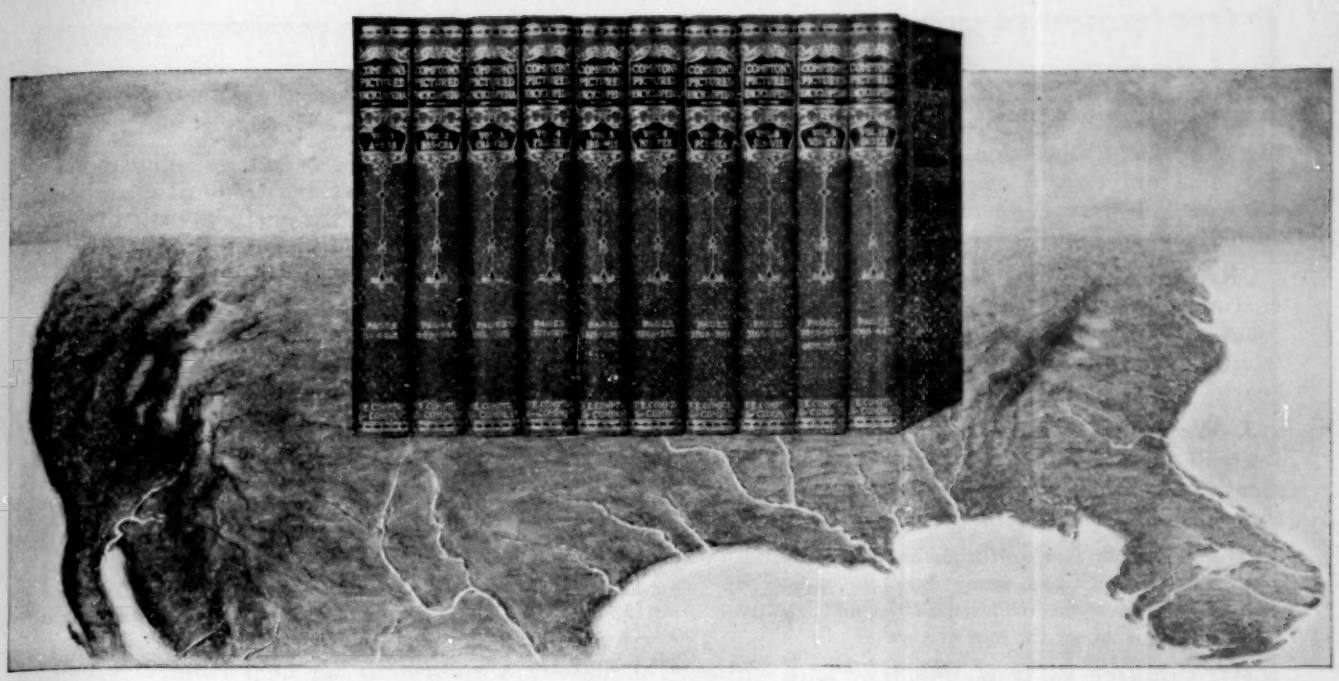
Other occupations have set us the example—motors, shipbuilders, sailors. The fraternities have given striking illustrations—Masonic order, the Moose, and others. Shall we be laggards? Shall we trust to the accidental claim of a teacher upon a fraternal order?

How great is this need? Hearken to these figures amazingly beyond any imagination of mine:—

The Ella Flagg Young Club, of Chicago, volunteered in February to make a preliminary investigation to demonstrate whether need for any such home actually exists. Miss Isabella Bolton, president of the Club, appointed a committee which began work at once under the direction of Miss Jane Neil as chairman. The report of the committee showed that the teachers interviewed knew of 1,263 retired teachers in need of companionship and care, and of 8,194 teachers questioned, 3,545 said it was possible that at some future time they would need the facilities which a colony or residence for retired teachers would offer.

Opponents of the old-time poorhouse and old style institutional care for the aged are in some parts of our country struggling to pass old-age pension laws, and in connection therewith planning schemes of boarding out the lonely and uncared-for aged men and women. Imagine such a fate for man or woman with the degree of education we have the right to demand in teacher! Do you know any teacher's pension which will pay for board in the kind of a home an educated woman would desire to live in? Can you calmly consider boarding out an educated man or woman with traditions of culture, good English and good breeding, in the type of house most of our teachers' pensions could afford to pay for?

Why should we be the only civilized nation without a minister of education? More than half-a-million dollars are devoted to the department of agriculture to the study of hog cholera, and as much more to the study of tuberculosis in cattle. The means whereby man may be fed and clothed, how he may be carried from place to place, and the work of his hands are dignified by a department and a cabinet officer. Who shall say that of less worth and honor is the duty of preparing the next generation to carry on the Republic?—William McAndrew.



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PERSONAL MENTION

MRS. MARY C. C. BRADFORD, state superintendent of Colorado, and president of the National Education Association in 1918, was also universally congratulated upon being re-elected despite the fact that her ticket was buried out of sight.

GRACE CASE, Bluefield, West Virginia, visiting nurse, made a captivating talk on "cases" in her experience in rescuing boys from themselves, and families that had lost heart.

J. W. CRABTREE is the most ardent educational champion of the Child Labor Amendment, and on every occasion calls attention to this most effective rhyme on "Men at Play":—

There is a golf club on the hill,
And every sunny day
The toiling children in the mill
Can see the men at play.

Mr. Crabtree must be credited with all the success of every kind, for he is the power behind every achievement.

S. HOWARD CHACE, superintendent, Beverly, Mass., president for several years of the New England Superintendents Association in its relation to the N. E. A., planning all of the special trains to the meetings of the Department of Superintendence; this year with a special train for one hundred and ninety members. In appreciation of his successful service the party presented him a purse of gold, with which he can make himself a life member of the National Education Association.

MISS ANNA BOTSFORD COMSTOCK, Radcliffe's new dean, was honor guest at the dinner of the deans of women in universities, colleges, normal schools and high schools.

ELLA VICTORIA DOBBS, University of Missouri, Columbia, president of the National Council of Primary Education ever since the Council was organized, one of the outstanding leaders in Primary Education, was feasted and feted and substantially honored by the present of a life membership in the National Education Association.

MRS. SUSAN M. DORSEY, superintendent of Los Angeles for a longer time than any of her predecessors in a quarter of a century, weathering more gales of more kinds than did any previous superintendent of that city, is now coming into one of the most peaceful administrative harbors in the country. She has a peculiar place in the esteem of the city superintendents of America.

FRANK B. DYER, of the Cincinnati Board of Education, stood loyally and efficiently behind Acting Superintendent Roberts in arranging for this great convention. It was especially gratifying to his Boston and other New England friends that he had the honor of voicing the salutation at the Sunday vesper services.

E. U. GRAFF, superintendent of Indianapolis, where the National Education Association will meet in July, and a former president of the Department of Superintendence, was justly proud of the Indianapolis Teachers' Chorus, whose musical recital was literally wonderful, and was especially interested in seeing what Indianapolis should do for the N. E. A. next summer. Mr. Graff is a prince of a fellow, personally and professionally. Few men have gone into a city and state under such circumstances as Graff went into Indianapolis and on the Indiana State Board of Education, and has been the master of the situation from the first.

EMILY GRIFFITH, Opportunity School, Denver, had as appreciative an audience as anyone could ask. In the first place she has a matchless subject in her Opportunity School. Her platform personality fits her subject to perfection. In a quiet, cheery way she makes every one see and feel the glow and glory of the more than three thousand men and women, young and not young, who have been rescued from a moronic or indifferent condition within a year, making the unskilled skilful and the hopeless hopeful. It was worth the trip to Cincinnati to hear her classic account of what she does. It makes one realize that every school should have somewhat of the same heroic achievement that she and her associates have in Denver's Opportunity School.

DR. FRED M. HUNTER, superintendent, Oakland, president of the National Education Association, 1921, will always have the distinction of having been 100 per cent. just at the Des Moines meeting, where there were innumerable temptations to tilt the balance just a trifle. It is a joy to know a man who is the end of the limit in vigor and zeal and true as steel every time. No one is more esteemed in the Association than is he.

JAMES F. HOSIC, Teachers College, Columbia University, is the apostle-in-chief of classroom methods, and in this, the third year of his functioning in this capacity, his recognition was complete.

HERBERT S. HOUSTON, publisher of Our World Weekly, New York, made his first platform appearance in the National Education Association, coming into the arena through his activity in the World Federation of Educational Associations. He was on the committee of award of the Raphael Herman Peace Prize.

ELIZABETH HALL, assistant superintendent, Minneapolis, was recognized as a leader, if not the leader, among administrative women. She is always in attendance, always thinks independently, and speaks from the standpoint of her experience fearlessly.

(Continued on Page 308)

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DAVID SNEDDEN, Professor of Education, Teachers College, Columbia University.

G. D. STRAYER, Professor of Educational Administration, Teachers College, Columbia University.

J. L. MERIAM, Professor of School Supervision, University of Missouri.

S. A. COURTIS, author of Courtis Standard Tests in Reading, Writing, and Arithmetic.

CHARLES S. MEEK, Superintendent of Schools, Toledo, Ohio.

F. M. HUNTER, Superintendent of Schools, Oakland, Cal.

U. S. WHEELER, Superintendent of Schools, Newton, Mass.

FLORA E. DRAKE, Assistant Superintendent, Indianapolis, Indiana.

MARY MCSKIMMON, Principal of Pierce School, Brookline, Massachusetts.

LIDA B. EARHART, Principal of Elementary Education, University of Nebraska, formerly Principal in New York City Schools.

PAUL KLAPPER, Associate Professor of Education, College of the City of New York, New York; author of "The Teaching of Arithmetic."

CYRUS D. MEAD, Associate Professor of Elementary Education, University of California.

E. A. KIRKPATRICK, State Normal School, Fitchburg, Mass.

"The problems in the EVERYDAY ARITHMETICS are from life experiences, and suggestions are made which will develop into real projects calling for either the co-operation of the entire class or its division into groups for group activity.

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FLORA E. DRAKE, Assistant Superintendent of Schools,
Indianapolis, Indiana.

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PERSONAL MENTION

(Continued from Page 306)

ERIC C. HOPWOOD, editor of the Plain Dealer, Cleveland, was one of the sanest, frankest, most virile speakers of the week.

WILLIAM McANDREW: "The schools should do something more than wave the flag. It is important that pupils in the public schools be taught to help keep the city clean. In the little town of Terry, Mont., the boys were organized into community committees to clean up vacant lots, and they picked up thirty pounds of nails from the road, that automobilists might not be incommoded."

MISS FLORENCE M. HALE, State Department of Maine, at the Teachers College banquet justified her reputation for cleverness and genuineness, for a brilliant personality which makes her the most in demand on convention platforms of any man or woman of the day.

JESSE H. NEWLON, superintendent, Denver, president of the National Education Association, was not only officially but professionally prominent, always acquitting himself in a way that represented the best traditions of the "largest Education Association in the world."

MRS. JOSEPHINE CORLISS PRESTON, state superintendent of Washington, and president of the National Education Association, 1920, was congratulated by her associates in the Department upon having been elected for the fourth term of four years each by the largest majority ever given any state officer in the history of Washington.

MILTON C. POTTER, superintendent, Milwaukee, as chairman of the committee on resolutions gave a good account of himself and of his committee. It is no easy matter to say "No" to many propagandists with worthy causes. We are half inclined to forgive him for letting the resolution on "Decency" slip through, because, otherwise, the resolutions were admirable.

EDWARD D. ROBERTS, acting superintendent of Cincinnati for 1924-1925, during the absence of Dr. Randall J. Condon, deserves high praise for the devotion and skill with which he met the situation which nearly doubled his responsibilities, which were great enough without this extra. The way he met this added responsibility was universally appreciated.

D. E. ROBINSON, registrar of the Utah Agricultural College, arranged a dinner complimentary to some of Utah's best friends at home and abroad. It magnified the local and program attractions of the National Summer School in its second season. The praise bestowed upon the summer resort attractions and the really wonderful program features was exuberant.

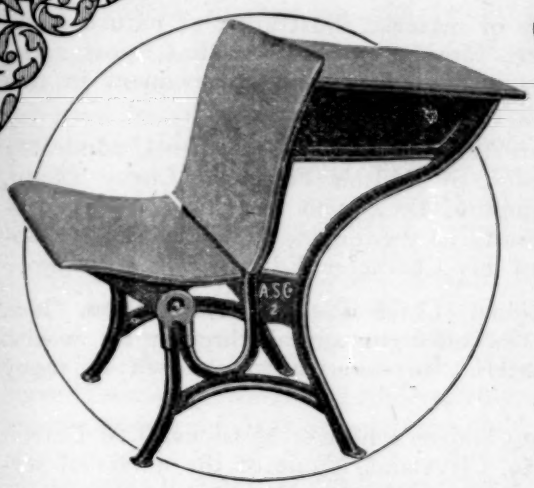
GEORGE D. STRAYER, Teachers College, Columbia University, as always, was devoted to all the interests of the National Education Association, wise in counsel, courageous in emergencies, full of good cheer. He reached the height of administrative skill when he marshaled eight hundred enthusiastic alumni at the Teachers College annual dinner.

PAUL C. STETSON, superintendent, Dayton, invited those in attendance at Cincinnati to accept the hospitality of Dayton, and see the various demonstrations of sane progress along many lines. Mr. Stetson has demonstrated exceptional leadership of teachers, students and the community in a city that has not always followed its leader so devotedly.

JOHN J. TIGERT, United States Commissioner of Education, was on many programs, and was an after-breakfast, luncheon, and dinner speaker several times every day. It is especially pleasing to see how he has come into favor on all occasions. The Bureau has magnified its service, and Dr. Tigert has promoted the enlargement of its vision and influence.

FRED L. SHAW, long state superintendent of South Dakota, made his appearance as the representative of the John C. Winston Company of Philadelphia, general agent for Iowa and South Dakota. There has been no more creative leader of an agricultural state than was Fred L. Shaw, now a member of the South Dakota Legislature.

DEAN JOHN W. WITHERS, dean of School of Education, New York University, was highly honored by the alumni who rallied to the banquet, near 300 strong, and the speaking was as significant as the size of the gathering. Dean Withers outlined the policy which has the hearty support of Chancellor Elmer Ellsworth Brown and of the entire faculty. The harmony in the vision and in the plans for achievement is most refreshing. Without trying to rival Teachers College of Columbia, the School of Education of the University of Chicago, or the Graduate School of Harvard, Dean Withers has marked out a course which is professionally ennobling. Hollis Dann, the director of the great departure in music education, made a remarkably clear statement of the proposed plans for his work. Professor Payne presided, and he gave several vistas in his happy introductions. It was entirely clear that Dean Withers will give a noble account of his stewardship. Already the enrollment in the School of Education in New York University has increased seven fold since Dean Withers took it over. There are forty states and six foreign countries represented. There are more graduate students today than the entire enrollment when Dean Withers came to the University.



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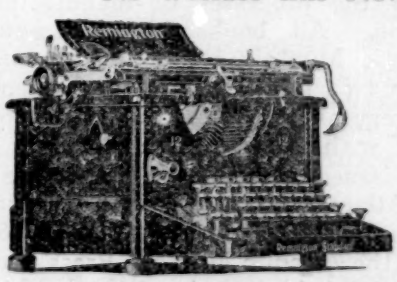

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THE EXHIBITS

The exhibits have become an indispensable educational institution. The exhibits are all educational. The antique designation of commercial exhibits has gone into discard. The two hundred firms that profited financially from the opportunity to display their latest-best aids to teaching, seating, building, illuminating, visualizing, transporting, heating, and ventilating were as truly educational as was the cooking school or the fine arts exhibit.

While Cincinnati has no such municipal auditorium for exhibits as has Cleveland, San Francisco, or Boston, Harold Allan, the business expert of the National Education Association, made such skilful use of the various rooms and balconies of the Music Hall adjuncts that the exhibits were exhibited better than they have ever been. The aisles were almost doubled in width, so that twice as many persons could enjoy any popular booth as was ever possible before.

Personally we spent more time with the exhibits than ever before, and the time was more profitably spent. Of course, we did not divide our time and attention equally, nor can we comment upon all of the exhibits, but it is a personal pleasure to ramble among them here with the pen as it was to enjoy them in their booths.

The most artistic section was that of William B. Ittner, school building architect, Board of Education Building, St. Louis, Missouri. No one has made up a series of booths, merged in one as attractively and suggestively as did Mr. and Mrs. Ittner at Cincinnati.

The most elaborate and scientifically arranged exhibit was that of the United States Bureau of Education with its work-study-play and platoon schools lay-out. Nothing comparable to this has ever been attempted before. It was the greatest achievement ever visioned by any exhibit at the Department hitherto.

The American Junior Red Cross, of 17th and E Streets, Washington, was perhaps the most inspirational booth of all, for it had posters, charts, graphs, and every kind of material used in Junior and Senior High Schools, anywhere, indeed, where the American Junior Red Cross sows its beneficent seed.

A close second was the Camp Fire Girls, 31 Seventeenth Street, New York City, where expert Camp Fire Girls explained every feature of the functioning of this wonderful activity, which is doing more for the ennobling of girls than anything ever attempted before. It is more highly educational than any college gives with the same expenditure of time, effort and money.

National Council of Nature Study and Gardening, Normal, Illinois, had a highly valuable display of material illustrative of nature study projects. It was a most complete, most satisfactory, most educational achievement in this line of activity.

Character education was, as usual, admirably promoted by Milton Fairchild, Chevy Chase, Washington, D.C., who has achieved wonderful results in the unique devotion and promotion of his Character Education Institution.

National Child Welfare Association, Inc., made an effective appeal through its wealth of material for service to children in many ways.

The Children's Flower Missions, 5700 Detroit Avenue, Cleveland, is one of the universal services in the country. No one else, we think, scatters so much of beauty, appeals so much to taste, tempts so many to enjoy the garden as do the "Penny Packet Seed" distributors of Cleveland.

Mrs. Frances E. Clark of the Victor Talking Machine Company of Camden, N.J., was in her element, for there was never so much, such good school music at any convention of the N. E. A. as at Cincinnati, which demonstrated the city's claim to be the musical centre of the Great West.

Institute of Public Service, 1125 Amsterdam Avenue, New York City, was skilfully promoting its Looseleaf Current Topics service.

F. E. Compton & Company, 58 East Washington Street, Chicago, made their booths most inviting by the artistic way in which Compton's Pictured Encyclopedia and Pictured Newspaper were popularized. They have one hundred per cent. efficiency in promoting the ten thousand illustrations in their Pictured Encyclopedia.

Little, Brown & Company, Inc., 34 Beacon Street, Boston, produced the sensation of the week in schoolbook circles in the announcement that that Company and the Atlantic Monthly Press will hereafter co-operate, Little, Brown & Company having the entire charge of the processes of manufacture and distribution. All books hitherto issued by the Atlantic Monthly Press and all books on which the two firms shall agree as representing, in general, the type of publication now identified with the Atlantic Monthly Press, will be issued under the distinctive trade mark, "Atlantic Monthly Press Publications." This announcement that Little, Brown & Company and the Atlantic Monthly Press had joined forces was of intense interest, especially to authors and publishers, for it will have more far-reaching influence than any recent announcement in the school book world.

Kewaunee Manufacturing Company, in the flush tide of its advance in capturing the laboratory equipment business of the country, had

its specialists, as well as the manufacturing and sales promotion department, interesting superintendents in their material and processes.

Denoyer-Geppert Company, 5235-57 Ravenswood Avenue, Chicago, keep their pace of progress in supplying new creations in maps, globes and kindred material for schools. Mr. Denoyer has been a genius in such creations for years, and Mr. Geppert demonstrates rare skill in the manufacture of such creations.

Trans-Lux Daylight Picture Screen, Inc., 36 West 44th Street, New York City, was the newest feature exhibited at a Department of Superintendence meeting. L. R. Alderman, former state superintendent of Oregon and city superintendent of Portland, Oregon, and more recently director of education, United States Navy, certainly has a wonderful creation for school illustrations in broad daylight, direct from any pictures in books or magazines without making them into slides.

The Remington Typewriter, 374 Broadway, New York City, continues to be the favorite in schools because of the way it has kept the pace of progress in all the years without for a moment losing its contact with the established principles upon which such success must rest.

The American Crayon Company, Sandusky, Ohio, was as much of a favorite as ever. It is always a pleasure to see such a company maintain its hold of professional favor.

The Macmillan Company, with its double booth and choice corner location, was in charge of its Chicago managers, Prairie Avenue and 25th Street, although the business and editorial heads of the company in America were among the educational leaders in the convention.

Houghton Mifflin Company, with the most extended up-to-the-minute professional books, was represented by the educational manager and some of their justly famous editors.

Rand, McNally & Company, 536 South Clark Street, Chicago, have never lost their world leadership in maps and globes of every description for schools and offices, for pocket and atlas. Their display is always so extensive as to be the centre of interest at any convention. Their educational book list is one of the largest in the country, with Thorndike probably in the lead among their authors.

The Gregg Publishing Company, of whose fabulous success we have been proud, personally, since we first knew Mr. Gregg upon his arrival in Boston from beyond the sea. He not only brought to America something new in shorthand creation, but he brought a personality that has vitalized commercial activities in schools, doing much to make these courses universal.

Longmans, Green and Company, 55 Fifth Avenue, New York City, has always picked authors who have made books that have been easily marketed. Mr. Walker, the educational director, is a genius in estimating the salableness of a book, especially in entering new fields.

The A. N. Palmer Company has performed something little short of a miracle in the extent to which Mr. Palmer has captured the country with a definite system of penmanship through insistence upon the professional training of all teachers to teach his system artistically and efficiently. When we recall the days when we went the rounds of the Teachers' Institutes in Iowa with him and then see what wonders he has wrought, it seems like a dream; but those were delightful days, and he had the same personality then as now.

Without question the World Book Company, Yonkers-on-the-Hudson and Prairie Avenue, Chicago, made the best use of any one of the opportunity with the thirteen thousand educators. Every day, forenoon and afternoon, they had a demonstration school of individual instruction, bringing an entire class from Winnetka, Cook County, Illinois, with some of Superintendent Carleton W. Washburne's teachers. They ran a free "bus" to and from this demonstration school, back and forth all day. There was never a time when there was not from fifty to one hundred enthusiastic students of the Winnetka plan in these classes. We have never known this to be approached at any meeting before.

For the first time the Department of Superintendence devoted considerable space to art education, and the remarkable developments in that field in the past ten years. President William McAndrew, of the Department, has a special interest in the art exhibits. Credit for the work in arranging the display was given by the officers of the Department to William H. Vogel, director of art in the Cincinnati Public Schools. This was Mr. McAndrew's idea, and he had some trouble at first in getting some of the rare exhibits sent to Cincinnati, but in the end there was more art work sent than could possibly be used.

And finally, we close this ramble among the exhibits at the booth of the Arlo Publishing Company, where Mr. and Mrs. Ernest Cobb, of Newton Upper Falls, Mass., creators of some of the best supplementary school readers we have known, from the original Arlo Book to "Allspice," one of the most remarkable books, scientifically and pedagogically, we think that has been made.

No one knows as well as I do that I have by no means covered the field, and have not done justice to the exhibits visited, but it has been a real pleasure to renew acquaintance with these long-time friends whose personality is one of the rewards of a very busy life with very busy people.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

HAMILTON'S ESSENTIALS OF ARITHMETIC. Six Book Series. By Samuel Hamilton. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Samuel Hamilton, long superintendent Allegheny County, Pennsylvania, was the first nationally famous county superintendent, and the most nationally famous of any county superintendent in an Atlantic Coast State, and the most successful author of school books of any county superintendent up to this time.

After nationalizing his work professionally in a notable Teachers Reading Circle book he won both fame and fortune in "Hamilton's Essentials of Arithmetic," which is now reproduced in a "Six Book Edition," thus meeting most satisfactorily the present-day demand for a book for a grade, no book with more than 170 pages.

Dr. Hamilton was a master artist in winnowing essentials from non-essentials, in keeping the thought of teacher and student upon vital interests, which is nowhere more important than in arithmetic, where much time can be and often is wasted in practice upon non-essentials. Dr. Hamilton aims at perfection through practice, which makes it all the more important that he eliminates, as he does, everything merely incidental.

The notable success of Dr. Hamilton's books from the first has been due to the fact that his problems have been framed with a view to the pupil's interests. At first they deal entirely with his life at home, at school, on the street, and in the playground; but gradually they reach out to include his contact with the larger spheres of social and industrial life. The problems are of two types,—first, the isolated problems, which provide direct application of a principle to some need or experience of the pupil; and, second, groups of related problems, called "Everyday Use of Numbers," which centre about an idea or a situation in which the pupil feels a vital interest. These related problems serve as a review of various principles previously taught. The problems are all real because they are true to life. They carefully avoid unpractical conditions and all questions that have no relation to common experience.

The pupil's self-activity is utilized in constructive work and in the framing of original problems. His initiative is exercised by leading him to discover many arithmetic truths for himself. The importance of the correct interpretation of problems and of the choice of the best methods for their solution is emphasized.

EDUCATIONAL TESTS AND MEASUREMENTS. By Walter Scott Monroe, Ph. D., University of Illinois, James Clarence De Voss, A.M., State Teachers College, San Jose, California, and Frederick James Kelly, Ph. D., University of Minnesota. Revised and enlarged edition. Cloth. 548 pages. Boston, New York, Chicago, and San Francisco: Houghton Mifflin Company.

Tests and Measurements have survived the ridicule of the Fundamentalists and the indifference of the "Doubting Thomases," and are as securely established educationally as is the spark plug in motor engines, and the Junior High School in educational economics.

There is no up-to-date industrial, commercial or professional institution that does not use advantageously Tests and Measurements. In the United States Navy L. R. Alderman reduced the waste in the selection of students for special functioning more than forty per cent. the first year. One of the leading taxi companies reduced the accidents fifty per cent. in one year by Intelligence Tests. When the management realized that forty-eight per cent. of the accidents were by eighteen per cent. of the drivers it was as clear as mid-day that accidents were in the brain and not in the hands on the wheel.

Of course the first publications on Tests and Measurements were ill adapted to scientific application just as the first locomotives, automobiles and airplanes were far from perfection, and revision of texts has been necessary. The authors of this exceedingly helpful book are from important state educational institutions in California, Minnesota and Illinois, which is a guarantee of extensive vision supplementing intensive subject study.

RINNEE NA EIRANN, NATIONAL DANCES OF IRELAND. Edited and described by Elizabeth Burchenal. Piano arrangements by Emma Howells Burchenal. Cloth. 9x12 inches. New York: A. S. Barnes and Company.

This collection has twenty-five traditional Irish dances, gleaned from original sources in Ireland by J. M. Lang, late principal of the National School of Irish Dancing, and National Dance Music including an original composition by Arthur Darley. With full directions for performance and numerous illustrations and diagrams. The editor, Miss Elizabeth Burchenal, is chairman of the American Folk Dance Society and first chairman of Folk Dance Committee of the Playground and Recreation Association of America.

REPRESENTATIVE STORIES OF ANATOLE FRANCE. Edited, with introduction, notes, and vocabulary, by George Neely Henning, professor of Romance Languages, George Washington University, Washington, D. C. Cloth. Illustrated. xlvi+288 pages. New York: D. C. Heath and Company.

The recent death of Anatole France, acknowledged dean of French men of letters, only a year or two after the award to him of the Nobel prize for literature, has served to focus attention upon him pretty generally, so that he is no longer the delight merely of the initiate. The complete edition of his works in English translation has recently appeared, and the demand for a satisfactory edition of selections from his works for use in French classes in this country has been met by this well-edited book from the hands of Dean Henning of George Washington University. So great has been its popularity that a second edition has already been required, a scant six months after its first publication. Like the other French texts edited by Professor Henning, the book is characterized by good critical taste in the selection of material, by thorough scholarship in the writing of introduction and notes, and by meticulous care in the preparation of both notes and vocabulary. The stories included run the gamut of France's versatile genius, from the beautiful simplicity of "Abeille" to the moving eloquence of the peroration to the speech at the unveiling of the statue of Renan, from the unquestioning faith of "Le Jongleur de Notre Dame" to the disturbing, though unobjectionable, "Procurateur de Judée." Among the selections not already mentioned are: extracts from "Le livre de mon ami" and "Pierre Nozière"; "Le petit soldat de plomb"; "Crainquebille," next to "Abeille" the longest story in the book; and "Riquet." The editorial apparatus consists of an excellent critique of Anatole France and his work, unquestionably deserving of publication as an independent essay; full notes, explanatory of the historical, biographical, literary and geographical references of the text, as well as of linguistic difficulties; and an impeccable vocabulary. The book is attractively illustrated. Its publication is renewed evidence of the Heath policy of securing only the best texts—and the best editors—for its modern language publications.

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EDUCATION IN ACTION

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The Sacramento, California, Board of Education has appointed Jesse Ray Overturf as assistant superintendent of schools under City Superintendent Charles C. Hughes. This action was necessitated by the rapid growth of Sacramento during the last decade, resulting in an increase of thousands in the number of pupils attending the Sacramento schools, greatly increasing the superintendent's work.

Mr. Overturf is well qualified for this position. A graduate of the University of Nebraska, he has served as a teacher, as a principal of several high schools, and as superintendent of schools in various Nebraska cities. His work in Sacramento will consist of a general supervision of the city's schools.

At the annual Founders' Day exercises at Dean Academy, Franklin, Mass., announcement was made of the gift of $10,000 to the school by Mr. and Mrs. Timothy Paige of Ware. Mr. and Mrs. Paige were students in the early days of the school, and this gift is in commemoration of their fiftieth wedding anniversary.

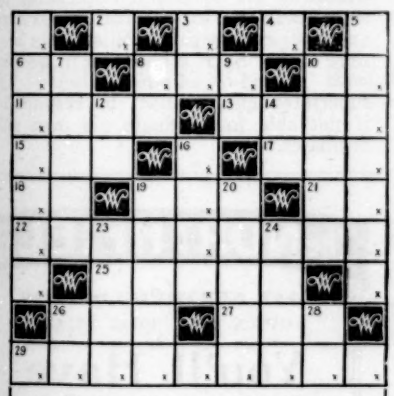
It is worthy of special note that President Lowell of Harvard has expressed the conviction that it might be the part of wisdom for certain universities to leave to other universities the things which the latter do supremely well.

Professor Leonard M. Passano, associate in the department of mathematics at the Massachusetts Institute of Technology, has won the $200 prize for a new Alma Mater song to succeed the famous "Stein Song."

Williams College has made an unusual concession to students of high rank. The exact announcement as given out by the dean is as follows: "The policy of the office will be, so long as the present regulations affecting attendance are in force, to propose greater freedom in attendance for those students that show their ambition and seriousness of purpose. Stricter regulations may be necessary for any that seem to require them. By vote of the faculty, passed at its meeting on Monday, February 9, Phi Beta Kappa seniors are not limited in the number of absences allowed in their regular college subjects so long as their work is satisfactory."

Dr. Arthur W. Pierce, principal of Dean Academy at Franklin, Mass., sailed February 18 for a three-months' trip in northern Africa, Sicily, Italy and France.

Harvard will no longer give credit for examinations passed in September unless the candidate secures fifteen points. The subjects passed will not be counted as preliminaries. An earn-



Horizontal

2, 3, 4 Procure = go out and buy
6 Printer's measure
8 Article
10 Tellurium (symbol)
11 A deep, loud cry
13 Part of a fishhook
15 A Japanese coin
17 Possesses
18 Exists
19 A thing (Latin)
21 Pronoun
22 To affirm (obs.)
25 Made of oat grain
26 A portion of a curved line
27 Letter of Greek alphabet
29 What Webster's *New International Dictionary* is

Vertical

1 The oldest firm of dictionary publishers in the United States
3 An expression of inquiry
5 The greatest American lexicographer (surname)
7 Not dry
8 Initials of an American president
9 Erbium (symbol)
10 A characteristic
12 Article
14 Exclamation
16 Most excellent
19 Extend
20 Guide
23 A wrongful act in civil law
24 A person opposed to anything
26 Gold (symbol)
28 Preposition

x Suggestion: Use colored pencil for letters in these spaces

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est protest against this ruling has been made by many Harvard graduates whose sons are preparing for that college.

Rev. William C. Winslow of 525 Beacon street, Boston, whose will was filed February 2, left a bequest of $100,000 to Hamilton College.

Scholarships of $1,000 each have been awarded to Reginald F. Johnston, '24, of Brunswick, Philip H. McCrum, '21, of Portland, Philip G. McLellan, '21, of Caribou and Harold F. Morrill, '21, of Wells, by the committee on medical scholarships of Bowdoin College from the Garcelon-Merritt fund.

President William Allan Neilson of Smith College, in discussing a report on "The Status of Faculty in University Government," published recently by the Association of University Professors, said in part: "My own experience leads me to believe that there is at present in our colleges, and still more in our universities, more discontent created by the demands made on the time of a professor by administrative offices and committees than there is over the autocracy of the president or the trustees. What most scholars want is more time to attend to their business of learning and teaching. I have been arguing for part of their attention for the consideration of general educational aims and methods, and should grudge to see it spent on work that can be attended to by hired men like the president or volunteers like the trustees. My objection to the wholesale enlargement of faculty control is not at all due to a jealousy of the presidential prerogative."

John Shepard Bingham has resigned as captain of the Yale football team of 1925 because his academic standing was not satisfactory to the faculty.

It is asserted, on what appears to be good authority, that the song "Yes, We Have No Bananas," may be found almost note for note in part of "The Messiah," by Handel, and in part in "I Dreamt I Dwelt" from "The Bohemian Girl," by Balfe. "I'm Always Chasing Rainbows," in its main theme, is note for note like parts of Chopin's Fantaisie impromptu, Opus 66.

A report recently issued shows that there are 450 school savings banks in New York City. For the school year ending July 1, 1924, the total deposits in high schools was $184,602; in all schools $623,293. Since February 1, 1916, the total deposits have been $3,883,971.

Dr. Frank P. Graves, New York State Commissioner of Education, has congratulated the New York board of education on its action requesting the superintendent to nominate assistant and district superintendents. His message said: "Such a policy is in keeping with sound administration. The superintendent cannot be responsible if not able to nominate his own subordinates."

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Georgetown University, Washington, D. C., expects to have on hand, next December, $5,000,000 for an Institute of Chemical-Medical Research, which will provide facilities for finding new methods of preventing disease and prolonging life.

In 1924 the Granite State spent more for roads than for schools; $5,583,000 from local taxation in cities and towns for roads, $5,275,000 for schools.

Dr. James Lukens McConaughy, president-elect of Wesleyan University, speaking of what a college should be said: "With the exception of the church, no agency for moulding human thought and leadership is older than the college. The college therefore must not follow each new will-o'-the-wisp, but must remain true to the verities determined by the past."

Earl B. Phelps, Massachusetts Institute of Technology, '99, has been appointed professor of sanitary science in the Institute of Public Health of Columbia University. He is regarded as a national authority on his subject. He will play an important part in the gigantic plan of public instruction that will be carried out by Columbia with the aid of the millions left by Joseph R. Delmar for the prevention of diseases.

The North Carolina Legislature declines to oppose the teaching of evolution in the schools and colleges of the state.

MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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